



Meadowfield Elementary

525 Galway Lane
Columbia, SC 29209

Grades	PK-5 Elementary School	
Enrollment	598 Students	
Principal	Paula Stephens	803-783-5549
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Average	Average
2011	Average	Excellent
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

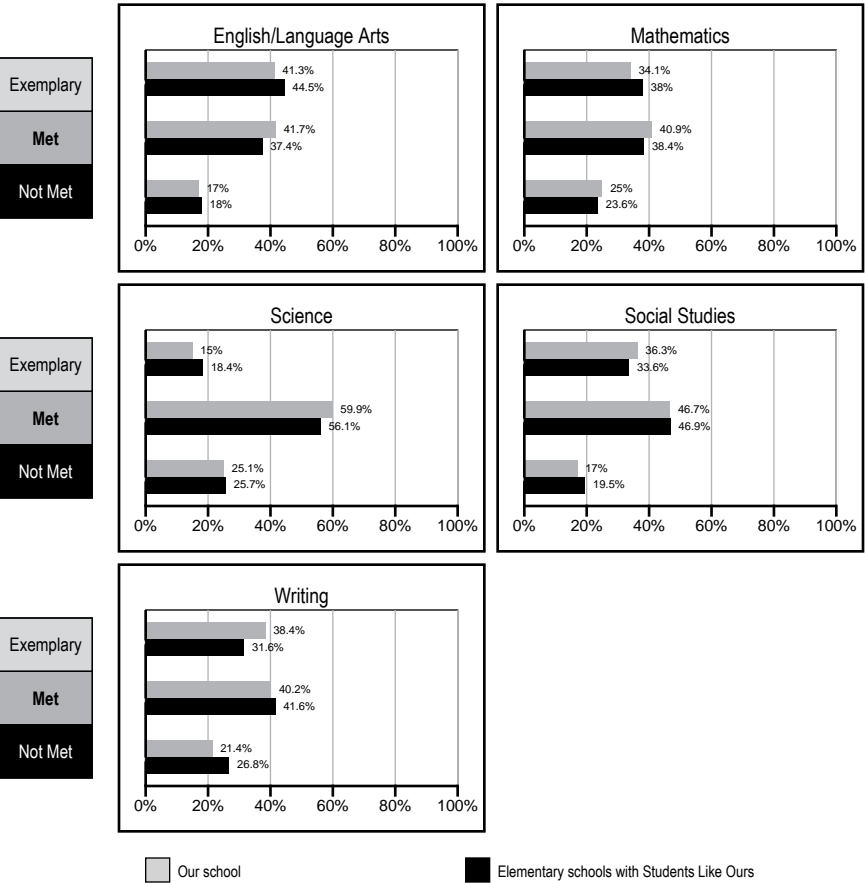
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	47	53	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=598)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.7%	1.3%	0.9%
Attendance rate	96.2%	Down from 96.5%	96.2%	96.3%
Served by gifted and talented program	9.6%	N/A	8.2%	7.2%
With disabilities	15.3%	N/A	13.6%	12.4%
Older than usual for grade	1.8%	N/A	2.2%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	Down from 65.9%	62.5%	62.5%
Continuing contract teachers	80.0%	Down from 90.2%	85.7%	83.3%
Teachers returning from previous year	91.6%	Down from 93.6%	89.1%	88.3%
Teacher attendance rate	95.8%	Up from 94.7%	95.0%	95.0%
Average teacher salary*	\$48,608	Down 3.0%	\$48,551	\$48,193
Professional development days/teacher	6.2 days	Down from 8.4 days	11.2 days	11.0 days
School				
Principal's years at school	10.0	Up from 9.0	4.5	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 22.8 to 1	20.2 to 1	20.1 to 1
Prime instructional time	91.3%	Up from 90.5%	90.0%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Up from 95.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,818	Down 4.1%	\$7,065	\$7,364
Percent of expenditures for instruction**	78.0%	Down from 79.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	76.0%	Up from 74.5%	66.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Strategies to achieve the goals in the 2008-2013 School Renewal Plan were completed. Performance goals focused on raising the academic rigor and performance of each student, providing a school environment supportive of lifelong learning, and improving understanding and support of our Paideia Model School.

The full utilization of the Paideia model continued to challenge students to think, reason, communicate, and take responsibility for learning. Students interacted with teachers, peers, parents and community resources through project based units of study. Students participated in school-wide Paideia Seminars each month centered on character education and in Paideia Content Seminars during Paideia Coached Projects. At the end of each nine weeks, students shared their academic portfolios and explained their progress during student-led parent conferences.

To facilitate student progress in reading, teachers continued to employ the Daily Five structured literacy model and CAFÉ reading strategy assessment system. The leveled literacy library and Accelerated Reader program provided individualized reading materials. School-wide writing improvement was realized through the utilization of the Empowering Writer's curriculum. Students participated in a variety of literacy activities including a book character parade, Family Reading Night, and the Blowfish Reading Challenge. Meadowfield students won the "Reading with the Lady Gamecocks" statewide reading competition.

School-wide intervention periods provided students additional assistance in reading and math. Three intervention teachers and a comprehensive after school remediation program also offered academic assistance.

Common Core language arts and math instruction was the focus for professional development. Lead teachers provided training and facilitated the professional learning communities approach to analyze student data and plan instruction. Through the Professional Development School partnership with the University of South Carolina (USC), our teachers, USC faculty, and our on-site USC liaison supervised the internship and practicum classes of future educators.

The PTO and SIC worked diligently with school staff to strengthen community relations and parental involvement. Parents and community members participated in many events including: a "First Day Breakfast" for new parents, monthly Paideia Seminars and gallery walks, a book fair, prospective parent meetings, school concerts, a school dance, a spring carnival, a "Welcome to Kindergarten Day", a bingo night, Career Day, and Field Day. Our students benefited from the assistance of many volunteers as well as from business and community partnerships, including a valuable faith-based partnership with Shandon Baptist Church. Our students represented and served the school through student activity programs including Safety Patrol, Student Council, Friendly Helpers, Recess Patrol, Book Buddies, Media Managers, Mustang Chorus, Art Club, Archery Club, and Girls on the Run.

Meadowfield received recognition by the S.C. Department of Education as a Closing the Achievement Gap Palmetto Silver Award winner.

Paula Stephens, Principal; Andrew Shain, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	84	34
Percent satisfied with learning environment	100%	86.9%	91.1%
Percent satisfied with social and physical environment	97.5%	70.2%	85.8%
Percent satisfied with school-home relations	87.5%	79.8%	87.8%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	80.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Meadowfield Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.8	649.7	625.2	652.3	100.0	100.0
Male	656.8	652.7	626.9	653.1	100.0	100.0
Female	663.5	645.8	623.1	651.2	100.0	100.0
White	694.7	699.5	658.7	684.2	100.0	100.0
African American	648.0	633.7	613.1	642.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	616.8	608.0	592.2	607.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.8	633.0	613.5	640.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	107	100	14.9	26.6	58.5	85.1
	4	102	100	28.3	32.6	39.1	71.7
	5	99	100	26	43.8	30.2	74
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	95	100	18.9	31.1	50	81.1
	4	102	100	17.2	45.2	37.6	82.8
	5	102	100	15.1	48.4	36.6	84.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	107	100	28.7	30.9	40.4	71.3
	4	102	100	31.5	38	30.4	68.5
	5	99	100	34.4	45.8	19.8	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	95	100	31.1	36.7	32.2	68.9
	4	102	100	16.1	45.2	38.7	83.9
	5	102	100	28	40.9	31.2	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	54	96.3	52.3	36.4	11.4	47.7
	4	102	100	32.6	63	4.3	67.4
	5	49	100	50	41.7	8.3	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	49	100	34.8	45.7	19.6	65.2
	4	102	100	19.4	63.4	17.2	80.6
	5	51	100	27.1	66.7	6.3	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	53	100	18	20	62	82
	4	102	100	21.7	48.9	29.3	78.3
	5	50	100	22.9	35.4	41.7	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	100	13.6	40.9	45.5	86.4
	4	102	100	18.3	46.2	35.5	81.7
	5	51	100	17.8	53.3	28.9	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	100	100	22.7	35.1	42.3	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	93	100	28.9	34.4	36.7	71.1
	4	102	100	19.4	46.2	34.4	80.6
	5	98	100	16.1	39.8	44.1	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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